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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 29 titles deal with a variety of topics, including the following: various factors in terms of attitudes toward reading; the effect of group counseling on self-concept and reading achievement; the effect of three modes of instruction on comprehension and attitude scores of secondary language arts students; the influence of learning laboratory techniques on reading achievement; the effect of advanced organizers and text organization on reading comprehension; the effects of mastery testing on reading comprehension; sex role expectancy as a determinant of reading behavior; an investigation of the relative effect between questions and declarative statements as guides to reading comprehension; syntactic complexity and its effects on mathematical problems; readability of several versions of the Bible; the effects of readability levels on subject content in American history textbooks; the effects of noise on reading comprehension and task completion time; the effects of intergrade tutoring on reading achievement; and compressed speech as an aid in improving the reading skills of junior high students. (MKM)

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Reading and Study Skills: Secondary:

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Abstracts of the following dissertations are included in this collection:

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Bartlett, Brendan John
TOP-LEVEL STRUCTURE AS AN ORGANIZATIONAL STRATEGY FOR RECALL OF CLASSROOM TEXT

Blohm, Paul Jeffery
EFFECTS OF SKILL-BASED INSTRUCTION AND SKILL MASTERY TESTING ON GENERAL READING COMPREHENSION OF TENTH-GRADE POOR COMPREHENDERS

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THE EFFECT OF GROUP COUNSELING ON THE SELF-CONCEPT, ACADEMIC PERFORMANCE, AND READING LEVEL OF A SELECTED GROUP OF HIGH SCHOOL STUDENTS
Order No. 7816008

ARMSTRONG, John Hall, Jr., Ed.D. Wayne State University, 1978. 103pp.

A group counseling technique, using as a rationale the satisfaction of basic needs posited on the work of Maslow, was used as a method of improving self-concept, academic performance, and reading levels.

Group counseling was provided for twenty tenth grade students with normal intelligence quotients who tested six months to two years below grade level in reading. The experimental group was composed of ten girls and ten boys, divided into two groups, with five girls and five boys in each group. The counseling, which involved sharing concerns and proceeding to resolve them through accepting or rejecting alternatives offered within the group, began early in their second semester, meeting one hour per week and terminated near the end of the first semester of their eleventh grade. A control group of twenty students was selected from a similar population based on criteria identical to that of the experimental group.

The experimental and control groups received a pre and post test of self-concept and a survey of unusual summer experiences. Reading level was based on ninth and eleventh grade test results, while grade point average was based on the first twelve weeks of the first semester in both the tenth and eleventh grades. Comparisons for statistically significant mean gains were made of the following: self-concept, grade point average, and reading level.

There was no significant difference found in the experimental and control groups' population. Student's t-test was then administered and no statistically significant difference was found in the mean gain of self-concept, grade point average, and reading level between the experimental and control groups. The mean gains of males and females either between or within experimental or control groups revealed no statistically significant differences. A Pearson Product-Moment correlation coefficient examination of the mean gain in reading level, self-concept, and grade point average revealed a significant correlation between reading level and grade point average.

The results of the survey of unusual summer experiences indicated that these experiences were unlikely to have had a marked effect on their self-concept.

The investigator's recommendations were summarized as follows:

1. The study should be replicated at the elementary or junior high school level.
2. Research projects using this group counseling model should delay the administration of post tests for six months for half of the sample and compare these results with those of the other half of the sample receiving the post test at the end of the project.
3. Increase either the time or frequency of counseling sessions.
4. The group counseling process could be more effective if significant others, such as parents, teachers, and neighbors of individual group members, were included in an ongoing communication parallel to the group progress. Individuals within the group could design a method of communication with significant others and incorporate this with their group problem solving process.
5. Since development of a positive self-concept is important in achieving academic success, further research is recommended with larger population samples both similar and dissimilar to those of the study.
6. Since the normal attrition of students from the sample population is approximately 10 percent, and all of the students remained in school, further study is recommended regarding the effects of being a part of an experimental population on behavior.
7. School administrators could help alleviate the problem of students' loss of classroom information while in group counseling by incorporating group counseling as an elective credit course into the curriculum.

TOP-LEVEL STRUCTURE AS AN ORGANIZATIONAL STRATEGY FOR RECALL OF CLASSROOM TEXT
Order No. 7911113

BARTLETT, Brendan John, Ph.D. Arizona State University, 1978. 340pp.

This investigation was designed to resolve two issues: (a) whether ninth graders could be taught to identify top-level structure in classroom text and to use the structure in organizing written free recall; and (b) whether the acquired strategy would facilitate recall. Affirmative solutions were found for both issues.

Four categories of proficiency in the strategy were used to stratify all ninth graders (N = 325) at a large metropolitan school. The distribution indicated that 53.5% neither identified nor used the top-level structure of presented text, 3.7% identified but did not use it, 33.3% used the structure without labeling what it was they had used, and 9.5% identified and used the top-level structure.

A smaller sample (N = 102), comprised by four intact classes, completed two additional phases of the study. Classes were assigned randomly to instruction or control conditions. Those in the former condition received an intensive training program on the nature and function of top-level structure in prose, in how to find it while reading, and in how to use it to organize written recall. The control received training with the same instructor, but in an unrelated activity.

Equivalent tests to that taken before instruction were taken on the day following training and three weeks later. A 2 x 2 analysis of covariance with pretest recall controlled was conducted on posttreatment recall. A significant effect was found for the between-subjects factor (treatment condition). Teaching subjects to use top-level structure from text to organize recall accounted for 56.9% of the variance in posttreatment recall. No effect was found for the within-subjects factor (time of posttest), nor for the interaction. Chi-square statistics computed for changes in distributions before and after training supported a conclusion that use of the strategy had been maintained over the delay period. Johnson-Neyman analyses indicated regions of significance for immediate and delayed effects on criteria of vocabulary and reading comprehension scores.

Results obtained in the study were interpreted as evidence that the deliberate use of top-level structure as an organizational strategy is an important classroom behavior. It is a behavior which may be taught to ninth graders who do not produce it spontaneously.

EFFECTS OF SKILL-BASED INSTRUCTION AND SKILL MASTERY TESTING ON GENERAL READING COMPREHENSION OF TENTH-GRADE POOR COMPREHENDERS
Order No. 7811714

BLOHM, Paul Jeffery, Ph.D. The University of Wisconsin-Madison, 1978. 322pp. Supervisor: Professor Wayne Otto

The purpose of this study was to examine the effect on general reading comprehension of teaching and testing four subskills related to the identification of the main idea in prose material. Two general questions guided the planning and implementation of the study. First, will teaching-and-testing and testing-only main idea subskills with poor comprehenders have a measurable positive effect on their general reading comprehension? Second, will the general reading comprehension of students who demonstrate mastery of teaching-and-testing the subskills be improved more than the general comprehension of those who demonstrate mastery of testing-only?

Five hundred fifty tenth grade students were randomly assigned to three treatments in nineteen English classrooms in a central-eastern Wisconsin high school. Although all 550 students in the 19 classrooms received one of the assigned treatments, 157 students were identified as the subjects for the study, with approximately one-third of them included in each of the three treatment groups. The Instruction Group was taught and tested for mastery of the main idea subskills. The

Testing Group received only the mastery tests for the four subskills. The Control Group received no specific treatment during the experiment. The experiment was conducted over an eight-week period and the groups' general reading comprehension was assessed immediately following the experiment and again after one month. Analyses of variance and post-hoc t-tests of significance were computed to determine the differences between and among the three groups.

Immediately following treatment, the comprehension scores of the Instruction Group were (1) significantly higher than were the scores of the Control Group but (2) not significantly higher than were the scores of the Testing Group. One month later, the comprehension scores of the Instruction Group were (1) significantly higher than were the scores of the Control Group and (2) significantly higher than the scores of the Testing Group. The comprehension scores of the Instruction Group did not change significantly over the one-month delay, while the scores of both the Testing Group and the Control Group dropped significantly. Immediately following treatment, the comprehension scores of the subjects who demonstrated mastery in the Instruction Group were not significantly higher than were the scores of the subjects who demonstrated mastery in the Testing Group. After one month, however, the scores of the Instruction Group masters were significantly higher than were the scores of the Testing Group masters.

Results related to the first question suggest that a combination of teaching-and-testing main idea subskills enhances general comprehension performance immediately following treatment, though not significantly more than testing-only. After one month the three experimental groups differed from each other. The most substantial difference was between the taught-and-tested group and the untreated control group. The conclusion, then, is that a combination of teaching-and-testing main idea subskills does result in a sustaining positive effect on general reading comprehension.

The results related to the second question suggest that, for immediate purposes, it makes no difference in comprehension performance whether or not subjects demonstrate mastery of subskills after teaching-and-testing or after testing-only. One month later, however, there is a difference in favor of the group that was taught-and-tested. The suggestion is that the teaching-and-testing masters tend to retain their improved performance while the testing-only masters do not.

ALLPORT-VERNON-LINDZEY VALUE PROFILES AS RELATED TO INNER-CITY HIGH SCHOOL STUDENTS' READING INTEREST PATTERNS

Order No. 7815397

BOX, John Michael, Ph.D. The University of Wisconsin-Madison, 1978. 227pp. Supervisor: Dr. Kenneth L. Dulin

This study investigates the relationship between secondary level students' values and reading interests. It was hypothesized that significant positive correlations would exist between the values of students at the secondary level as measured by the Allport, Vernon, Lindzey Study of Values and those students' reading interests as measured by the Box Book Interest Scale.

The literature was reviewed in five major areas which included research related to: (1) the affective domain, (2) reading interests, (3) values and reading, (4) affective development in reading programs, and (5) measurement of affective characteristics.

Two instruments were used in the study. The first was the Allport, Vernon, Lindzey Study of Values which was used to measure students' values. Through the completion of this instrument, the relative strength of value in six broad areas was gained. These value areas included: Theoretical, Economic, Aesthetic, Social, Political, and Religious. The second instrument was designed by the researcher to measure students' reading interests. In completing this instrument the students responded to 45 pairs of ficticious annotated book titles related to the same six value areas measured by the Allport, Vernon, Lindzey Study of Values. The students' responses to the scale items provided an indication of the relative strength of interest in each of the six value-related book interest categories. Six-hundred-eighty tenth, eleventh and twelfth grade students at Washington Park High School in Racine, Wisconsin, participated in the study.

Pearson Product-Moment Correlations were performed to test each of five study hypotheses. As ancillary measures, One-Way Analyses of Variance and t-tests were also performed to examine differences between and among the book-interest scores of students when their value scores were categorized as low, middle, or high. Significant correlations were achieved between value and book-interest scores in each of the six areas measured for all but the Minority members of the study population. Interesting trends were also uncovered in the ancillary analyses performed.

THE EFFECT OF TWO DIAGNOSTIC-PRESCRIPTIVE METHODS OF INSTRUCTION ON SEVENTH GRADE LANGUAGE ARTS ACHIEVEMENT SCORES IN THE SENATOBIA, MS., MUNICIPAL SEPARATE SCHOOL DISTRICT

Order No. 7815562

CARTER, Walter S., III, Ph.D. The University of Mississippi, 1978. 108pp. Director: Professor Joseph Blackston

The problem of this study was to determine if two diagnostic-prescriptive methods of instruction could cause greater achievement score gains on the California Achievement Test than a traditional approach to instruction. The "t" test was used to determine if there was any significant difference in achievement gain scores of the students taught by each of the three teaching methods. The three teaching methods examined were: CAT Method which utilized an analysis of the California Achievement Test to diagnose student needs and utilized skill cards to prescribe individual remedies for deficiencies; TM Method which utilized teacher made diagnostic tests to determine student needs and utilized skill cards to prescribe remedies for deficiencies; and the Traditional Method which was based primarily on textbook instruction to the class-as-a-whole.

The study involved 80 students in six sections from the seventh grade of the Senatobia, MS., Municipal Separate School District. The study covered one year. The California Achievement Test was given as the pre-test and post-test.

Analysis of the score gains indicated that students taught by the CAT Method of instruction experienced significantly greater gains in achievement than students taught by the Traditional Method. The students taught by the Teacher Made Method of instruction experienced greater gains, but not significantly greater gains, in achievement than students taught by the Traditional Method. The achievement score gains of students taught by the CAT Method did not differ significantly from the achievement score gains of students taught by the Teacher Made Method.

THE EFFECT OF THREE MODES OF INSTRUCTION ON COMPREHENSION AND ATTITUDE SCORES OF SECONDARY LANGUAGE ARTS STUDENTS

Order No. 7811032

CLABAUGH, Susan Raye, Ed.D. Oklahoma State University, 1977. 77pp.

Scope and Method of Study: This study was designed to look at the effects of three different modes of instruction on the comprehension and attitude scores of students in a twelfth grade language arts class. The three modes of instruction were defined as Direct Instruction, which included lecture and discussion; Teacher-centered Mediated Instruction, in which the teacher used a variety of media to assist in the presentation of the content; and Student-centered Mediated Instruction, where students developed mediated materials for presentation to the rest of the class. Each mode was randomly assigned to an existing class since school schedules did not permit the random assignment of students to groups. Pre-tests and post-tests on

both comprehension and attitude were given to students in each of the three classes. Attitudes were measured on semantic differential scales which assessed student attitude in three areas: (1) attitude toward the type of content covered, (2) attitude toward the class in general, and (3) attitude toward the mode of instruction.

Findings and Conclusions: The pre-test and post-test scores on both the comprehension test and the attitude questionnaire were analyzed by analysis of covariance. Of the four analyses (one on comprehension and three on the aspects of attitude), two were found to be statistically significant. These were comprehension and attitude toward the mode of instruction experienced. In both cases, the Student-centered Mediated Instruction and Direct Instruction groups. One probable reason for this was that the Student-centered Mediated Instruction mode was novel to the students and on the surface did not seem to require as much work as the other two modes. These misconceptions probably contributed to the lower scores.

LEARNING LABORATORIES: THE INFLUENCE OF LABORATORY TECHNIQUES ON READING ACHIEVEMENT
Order No. 7813897

CONNOLEY, Bonita Leona, Ph.D. The University of Arizona, 1978. 91pp. Director: Robert J. Letson

This study focused on the relationship between the use of unstructured and structured learning laboratory techniques and student achievement in reading. The sample used in the study consisted of 130 students randomly selected from a population of participants in an experimental program at Poolesville Junior-Senior High School in northwest Montgomery County, Maryland. The research procedures included the following stages: (1) the students were divided into two groups, one group to work in the unstructured laboratory, the other group to work in the structured laboratory; (2) the reading pretest was administered to both groups; (3) the students participated for six weeks in either unstructured or structured laboratory work; (4) the reading posttest was administered to both groups; (5) the Student Opinion Questionnaire was completed by both groups; and (6) the collected data were analyzed and conclusions were reached.

Analysis of variance was computed on the reading test scores in order to test the following hypotheses: 1. After the learning laboratory experience there will be no significant difference between the reading scores of the students in the unstructured and structured groups when these scores are measured by The Nelson-Denny Reading Test. 2. There will be no significant difference in the pretest and posttest scores achieved by the students when their gain in reading achievement is measured by The Nelson-Denny Reading Test. The results, significant at the .05 level, indicated that for the tenth grade participants in either laboratory there had been no significant increase in reading achievement scores. So Hypothesis One was retained. However, the results also indicated that there had been significant improvement in the reading achievement scores of the participants in grades nine, eleven, and twelve. Therefore, Hypothesis Two was retained for the tenth grade participants and rejected for the ninth, eleventh, and twelfth grade participants.

A second analysis of variance was computed on the data obtained from the Student Opinion Questionnaire in order to test the third hypothesis: there will be no consensus regarding the learning laboratory program reflected in the students' responses to the Student Opinion Questionnaire. The results, significant at the .05 level, indicated that the students' responses reflected consensus on all but one item of the questionnaire. Therefore, Hypothesis Three was rejected.

The conclusions reached as a result of the study were that while reading achievement scores increased for the participants who were in the ninth, eleventh, and twelfth grades, the scores for tenth grade participants did not improve. Since only tenth grade students were grouped to participate in each type of laboratory, and since their scores did not improve significantly, the researcher concluded that there was no relationship between the use of unstructured or structured laboratory techniques and the change in students' reading achievement scores. However, the researcher also concluded that the students responded favorably to the laboratory technique, that reading scores had improved for many students, that students' achievement recommended continuance of the program, and that the students had helpful suggestions for improving the learning laboratory program.

The recommendations made as a result of this study were that more research on the use of learning laboratory techniques at the senior high school level would be helpful and that a replication of this study giving priority to the grouping of more students from each grade level in each type of laboratory would permit the gathering of additional useful data.

USING READING SKILLS WITH THE NEWSPAPER TO DEVELOP IDEATIONAL FLUENCY Order No. 7815663

COOK, Sandra Joy, Ed.D. Duke University, 1977. 182pp. Supervisor: Dr. Anne H. Adams

The teaching of reading and development of divergent production abilities have been outlined as important goals for secondary school teachers and students. Evidence has been collected to demonstrate that students in high school need instruction in reading and training in divergent thinking. Although the importance of both has been acknowledged by experts in education, few research studies concerning effective incorporation of both areas in instructional programs have been conducted.

The purpose of this study was to determine if students' divergent production abilities can be developed in programs using the newspaper to teach reading and divergent thinking. A total of 230 students in three groups participated in the programs. One group received newspapers without using prepared instructional materials; another used reading lessons in conjunction with the newspaper. The third used reading-divergent production lessons with the newspaper. Both sets of prepared materials were written by the investigator.

At the beginning and end of the six week instructional period set for the study, students were given tests modelled on already existing instruments developed by Torrance and Guilford. The data from the tests were subjected to one-way analysis of variance. No significant change in mean scores was found.

From the analysis of data on the pretest and posttest, conclusions were made that the null hypothesis could not be rejected and that analysis of variance was the most appropriate statistical measure for judging the effects of the pretest and posttest. Other instruments modelled from Torrance's and Guilford's work can be constructed and tested using other materials than were used in this study.

In addition to the analysis of student data on the pretest and posttest, the teacher working with the experimental group was asked to make recommendations for improving the program, and the investigator analyzed students' responses to activities included in the lessons. Several conclusions and recommendations were based on the teacher's recommendations and the investigator's analysis of students' responses to the activities. A list of specific recommendations was made for improving students' performance on the reading-divergent production lessons.

Other conclusions based on the review of literature were that there was no way to determine whether the teacher's disposition affected the students' performance on the lessons in the experimental program and that there are ways of combining training for divergent production with reading instruction that need further research.

A STUDY OF VARIOUS FACTORS IN TERMS OF ATTITUDES TOWARD READING

Order No. 7911600

CREWS, Mary Lois Coghlan, Ed.D. The Louisiana State University and Agricultural and Mechanical College, 1978. 89pp. Supervisor: Professor Eric L. Thurston

The study was designed to investigate the attitudes toward reading of middle school students in terms of (1) grade level, (2) socio-economic status, (3) sex, (4) reading achievement, and (5) self-concepts. A ten percent random sample of sixth, seventh, and eighth grade students comprised the sample (N = 405). The Estes Attitudes Scales was used as the measure of attitudes toward reading, the How I See Myself Scale as the measure of self-concepts, and the total reading score from the Metropolitan Achievement Tests as the indication of reading achievement. Socio-economic status was determined by eligibility or ineligibility to participate in the school free lunch program.

Analysis of variance and Pearson product-moment correlations were used to determine significance. The data for each factor were tested for significance at the .05 and .01 levels of confidence.

The following conclusions were reached:

1. Sixth grade students reported significantly more positive attitudes toward reading than seventh or eighth grade students.
2. There were no significant differences between the attitudes toward reading of students in terms of socio-economic status.
3. Female students reported significantly more positive attitudes toward reading than male students.
4. Attitudes toward reading and reading achievement were significantly correlated at the sixth grade level, but were not significantly correlated at the seventh and eighth grade levels.
5. Sixth grade students reported significantly more positive attitudes toward reading in terms of reading achievement than seventh and eighth grade students.
6. There were significant positive correlations between attitudes toward reading and reading achievement for both high and low socio-economic groups.
7. There were significant differences in attitudes toward reading in terms of reading achievement and socio-economic status. The high scoio-economic group reported higher reading achievement, but lower attitudes toward reading than the low socio-economic group.
8. No significant correlations were found between attitudes toward reading and reading achievement in terms of sex.
9. Differences in attitudes toward reading of females and males were not significant in terms of reading achievement.
10. Attitudes toward reading and self-concepts were significantly correlated at grades six, seven, and eight.
11. There were significant differences in attitudes toward reading in terms of self-concepts and grade level. As grade level increased, attitudes toward reading and self-concepts became less positive.
12. There were significant correlations between attitudes toward reading and self-concepts in terms of socio-economic status.
13. There were significant differences in attitudes toward reading in terms of self-concepts and socio-economic status. Students in the high socio-economic group had less positive attitudes toward reading and less positive self-concepts.
14. There were no significant correlations between attitudes toward reading and self-concepts in terms of sex.
15. There were no significant differences in attitudes toward reading in terms of self-concepts and sex.

THE EFFECT OF ADVANCE ORGANIZERS, INTERSPERSED QUESTIONS, AND EXPANDED ORGANIZERS ON THE READING COMPREHENSION OF EIGHTH GRADE SOCIAL STUDIES PUPILS OF THREE LEVELS OF READING ABILITY

Order No. 7900003

DOLAN, Maureen Vivien, Ph.D. University of Missouri – Kansas City, 1978. 116pp.

This study investigated the practical application of advance organizers, interspersed questions, and a combination of the two. Specifically, the study assessed the effect of these comprehension aids on the reading comprehension of eighth grade social studies pupils. Type of instructions to students in the use of each procedure was evaluated.

The subjects involved in this study were eighth grade students enrolled at a middle-income suburban area junior high school. Prior to the investigation, these subjects had been assigned to one of fourteen social studies classes according to no prespecified academic criteria. Twelve of these classes were randomly selected to participate in the experiment. In order to provide within-experiment replication, two studies were conducted concurrently. Six classes were assigned, according to a randomization procedure, to one of six treatment groups, comprising Study One. Six classes were similarly assigned to Study Two, which served as a replication of Study One.

Six treatment groups were studied:

1. Semi-orienting preorganizer group received an advance organizer with accompanying verbal teacher instructions of a superficial nature.
2. Fully-orienting preorganizer group was given the advance organizer with more thorough verbal directions from the teacher.
3. Semi-orienting expanded organizer group was given an advance organizer plus interspersed questions with semi-orienting instructions.
4. Fully-orienting expanded organizer group received the advance organizer and interspersed questions with fully-orienting instructions.
5. Interspersed questions-only group was presented with interspersed questions without accompanying advance organizers or specific instructions.
6. No-treatment group was not given comprehension aids.

The treatment period spanned a total of seventeen consecutive class sessions. Treatments were administered by each classroom teacher. During each regularly scheduled class meeting, students read a passage from their social studies textbook accompanied by the assigned treatment. Following the reading of the passage, subjects were administered an examiner constructed completion-type quiz which served as the criterion measure.

For the purpose of the data analysis, students were classified as above average, average, or below average readers according to standard scores on the comprehension subtest of the Gates-MacGinitie Reading Survey Test. Data collected on the criterion measure were analyzed using a series of analyses of variance. The results were interpreted as giving little support for the practical classroom use, with eighth grade pupils, of advance organizers, interspersed questions, or a combination of the two. Generally, the procedures were found to have a negative effect on comprehension from beginning to end of the treatment period.

Based on these findings the investigator developed a number of recommendations related to possible adaptation of these procedures for practical classroom application. In addition, potential classroom implications of these findings for further investigations were advanced.

THE RELATIONSHIP OF READING ABILITY AND TRAINING SUCCESS IN FIVE VOCATIONAL COURSES

Order No. 7909995

FREAS, Armand L., Ed.D. Temple University, 1979. 115pp.

Statement of the Problem

This study investigated whether there was a relationship between the change in reading ability of eleventh-grade vocational students and their training success in selected vocational courses.

Procedure

Two suburban area vocational-technical schools in eastern Pennsylvania were used in the study. All eleventh-grade students in vocational auto body, auto mechanics, cosmetology, machine shop, and welding were tested in both schools.

The information for this study included a pretest and posttest of reading ability for 150 students and the grade received in the vocational course for the second and fourth marking periods. The Gates-MacGinitie Reading Test, form F1M, was administered at the start of the school year. The grade for the second marking period was recorded for each student tested. The Gates-MacGinitie Reading Test F2M, was administered at the end of the school year. The grade for the fourth marking period was recorded for each student tested.

A Pearson Correlation Coefficient was computed for the two principal variables: (1) Change in reading ability (between the pretest and the posttest), (2) change in training success (as indicated by the change in grade from the second marking period to the fourth marking period.)

An analysis of variance was performed to determine if there were significant differences among the students on the pretest of reading ability. When significant differences were found an analysis of covariance, with the analysis of variance as the covariate, was used to test the significance of these differences on the posttest of reading ability.

Findings

The majority of students in this study were reading below grade level. Only 8.6 percent of the students tested received any organized reading instruction during the period of this study.

The comparison of training success and reading ability revealed no significant relationship in speed and accuracy, vocabulary, and comprehension for auto mechanics, cosmetology, and machine shop students. There was no significant relationship in speed and accuracy and comprehension for auto body and welding students. There was, however, a significant relationship in vocabulary for auto body and welding students. The analysis of covariance revealed no significant difference in reading ability among the students in the five courses on the posttests.

Conclusions

There appeared to be a relationship between training success, as indicated by the course grade, and some of the reading ability variables in certain vocational courses. There seemed to be no significant differences in reading ability among the students in the five courses at the time of this study.

The grade which students received in auto mechanics, cosmetology, and machine shop, was not related to their reading speed and accuracy, vocabulary, or their ability to comprehend what they read. Success in auto body and welding, as measured by the grade received, was not related to the student's reading speed and accuracy or his ability to comprehend what he read. Reading ability for vocabulary, when compared with the grade received in the course, had a positive relationship with training success in the vocational welding course. Reading ability for vocabulary when compared with the grade received in the course, had a negative relationship with training success in the vocational auto body course. The majority of students in vocational auto body, auto mechanics, cosmetology, machine shop, and welding had a low level of reading ability.

Observations

Reading instruction is not provided for all vocational students with reading deficiencies. Reading instruction could be effective at the sending school. However, based on the limited observations (thirteen students) of this study, reading instruction appeared to be most effective when it was developed at the vocational school.

THE EFFECTS OF THE PERCEPTION AND THE SEX OF READING TEACHERS AND THE SEX OF STUDENTS ON THE READING ACHIEVEMENT, ATTITUDE, AND READING CLASS ATTENDANCE OF JUNIOR HIGH SCHOOL STUDENTS IN TAIPEI, TAIWAN

Order No. 7811850

HUANG, Min-chang, Ed.D. Northeast Louisiana University, 1977. 119pp. Adviser: Dr. T. Eugene Holtzclaw

The purpose of this study was to investigate the effects of the perception of the reading teacher and the sex of reading teacher and the sex of student on student reading achievement, attitude, and reading class attendance.

The population included all eighth grade students enrolled in the junior high schools in Taipei, Taiwan, during the 1975–76 academic year.

Eight schools were selected randomly from forty-eight schools in the population. The student sample consisted of 707 students of which 353 were male and 354 were female. The sample of teachers consisted of thirty-two reading teachers of which sixteen were male and sixteen were female.

Teacher perception of student behavior was assessed by the reading teacher on the five dimensions (classroom conduct, academic motivation, socio-emotional state, teacher dependence, and personal behavior) of the Chinese translation edition of the Pupil Behavior Inventory. Student reading achievement was determined by the scores in the standardized Junior High Student Achievement Test (in Chinese). Reading class attendance was determined by the actual number of hours of student reading class attendance for the second semester of the 1975–76 academic year. Student attitude was assessed by the Michigan Student Questionnaire.

Data were collected between the period of May 18, 1976 and June 22, 1976.

For analysis purposes, three major hypotheses were presented to carry out the investigation. The 2 x 2 x 3 three-way analysis of variance was the main statistical tool used to test these null hypotheses.

Results and conclusions of the statistical analyses were as follows:

None of the Pupil Behavior Inventory dimensions showed a significant interaction effect between the perception of teacher, the sex of teacher, and the sex of student on the reading achievement scores of students, on the attitude scores of students, and on the reading class attendance of students.

Those students whose reading teachers had higher perception scores of the students' behavior achieved higher in reading and had more positive attitudes about their reading class than those students whose reading teachers had lower perception scores of their behavior.

Those students whose reading teachers had higher perception scores of the students' behavior did not have significantly better reading class attendance than those students whose reading teachers had lower perception scores of their behavior.

There were no significant differences in student reading achievement, in student attitude scores, and in reading class attendance between those students whose reading teachers were male and those students whose reading teachers were female.

There were no significant differences in student reading achievement, in student attitude scores, and in reading class attendance between male and female students.

EFFECTS OF NOISE ON READING COMPREHENSION AND TASK COMPLETION TIME

Order No. 7903914

JEWELL, Larry Ray, Ph.D. University of Missouri – Columbia, 1978. 95pp. Supervisors: Dr. Glen C. Shinn, Dr. Bob R. Stewar.

Research over the past five decades has produced a mass of conflicting and contradictory reports as to the effects of noise upon human performance. The three major viewpoints which have been presented are that noise has a detrimental effect, noise has no effect, and noise has a facilitating effect. The major objective of the study was to determine the effect of noise in the learning environment upon student reading comprehension and task completion time.

The population included the 234 schools in Missouri that offer vocational agriculture courses as a part of their curriculum. The sample consisted of 94 students enrolled in plant science courses from six schools which were selected at random from the 234 offering vocational agriculture in Missouri. Students at each center were randomly assigned to two groups, a control group and an experimental group.

Hypotheses were:

Ho_1: There is no significant difference between group mean scores on reading comprehension at different sound intensities.

Ho_2: There is no significant difference between group mean task completion times at different sound intensities.

Ho_3: There is no significant difference among the replications of the study for the group mean scores on reading comprehension at different sound intensities.

Ho_4: There is no significant difference among the replications of the study for the group mean scores on task completion time at different sound intensities.

This study was conducted as a posttest only control group experiment utilizing a 2 x 2 factorial design. The design required random assignment of the sample to two treatment groups to provide control of the threats to validity. Treatment involving group one, the control group, was conducted under quiet classroom conditions of approximately 55 decibels dB(A). The treatment involving the second group, the experimental group, was conducted under a classroom condition with a noise level of 110 dB(A). The latter level was typical of that found in the vocational agriculture laboratory when students were grinding metal or using the radial arm saw to crosscut lumber. The students in each group were administered the task of reading and answering particular questions dealing with a project plan typical of the projects developed by the students enrolled in the plant science course. The production of the experimental material followed an iterative procedure of 1) development, 2) try-out, 3) analyze statistically, 4) validate with expert committee, 5) review, 6) revision and 7) pilot study.

Analysis of variance was performed on the comprehension and task completion time scores. The findings of significant differences in the means between the posttest control and experimental groups at the .05 alpha level led to the failure to support hypotheses Ho_1 and Ho_2. Hypotheses Ho_3 and Ho_4 were supported. A conclusion was drawn that noise in the learning environment will lower student reading comprehension and increase the amount of time necessary for task completion. It was also concluded that reading comprehension or task completion time of the students did not differ significantly by location. Based on the findings, a recommendation was formulated that schools should take measures to reduce the noise intensities in the learning environment of vocational agriculture.

AN INVESTIGATION OF THE EFFECTS OF INTERGRADE TUTORING ON THE READING ACHIEVEMENT, PERSONAL ADJUSTMENT, AND SOCIAL ADJUSTMENT OF SEVENTH-GRADE TUTORS AND THIRD-GRADE TUTEES

Order No. 7818972

KING, Raymond Tommy, Ed.D. University of Southern Mississippi 1978. 149pp.

Statement of the Problem

The purpose of the study was to discover whether seventh-grade tutors and third-grade tutees who participated in an intergrade student tutoring program would show a significant difference in reading achievement, personal adjustment, and social adjustment when compared to placebo and control groups of students who did not participate in the program. It was hypothesized that there would be statistically significant differences among experimental, placebo, and control groups of seventh-grade tutors on measures of reading vocabulary, reading comprehension, personal adjustment, and social adjustment. It was also hypothesized that experimental, placebo, and control groups of third-grade tutees would differ significantly on measures of reading vocabulary, reading comprehension, oral reading, personal adjustment, and social adjustment.

Procedures

The sample used in the study consisted of 37 third-grade students and 42 seventh-grade students in the Sharon Elementary School, Jones County, Mississippi. Seventh-grade subjects were divided into experimental tutor, placebo, and control groups using a table of random numbers. Third-grade subjects were likewise divided into experimental tutee, placebo, and control groups.

Experimental tutors received 4 hours of intensive training and then engaged in 8 weeks of intergrade tutoring with the third-grade experimental group. At the end of the experimental period the experimental groups were compared to placebo and control groups of seventh- and third-grade students.

The data gathering instruments which were used in the study were the Comprehensive Tests of Basic Skills (CTBS), the Slosson Oral Reading Test (SORT), and the California Test of Personality (CTP). Analysis of variance techniques were utilized to test the posited hypotheses.

Results

There were no statistically significant differences among third-grade tutee groups on either reading vocabulary or reading comprehension scores on the CTBS. No statistically significant differences were found among third-grade tutee groups on personal adjustment scores on the CTP.

A statistically significant difference was found among third-grade tutee groups on oral reading scores on the SORT. A Scheffé test revealed that the experimental group scored significantly higher than the control group on oral reading. The placebo group occupied an intermediate position between the experimental and control groups but did not differ significantly from either. A statistically significant difference was also found among third-grade tutee groups on social adjustment scores on the CTP. A Scheffé test revealed that significant differences existed between the experimental and the control groups and between the placebo and the control groups. No significant difference existed between the experimental and the placebo groups.

There were no statistically significant differences among seventh-grade tutor groups on reading vocabulary scores on the CTBS nor on personal adjustment scores on the CTP.

A statistically significant difference was found among seventh-grade tutor groups on reading comprehension scores on the CTBS. A Scheffé test revealed that significant differences existed between the experimental and the control groups and between the experimental and the placebo groups. A statistically significant difference was found among seventh-grade tutor groups on social adjustment scores on the CTP. A Scheffé test revealed that a significant difference existed between the experimental and the control groups.

Conclusions

It was concluded from the results of the study that intergrade tutoring is an activity which seems to enhance the oral reading and social adjustment scores of third-grade tutees under the conditions of the study. Participation as tutors in an intergrade tutoring program also appears to enhance reading comprehension and social adjustment scores of the seventh-grade tutors.

Intergrade tutoring did not enhance or change the reading vocabulary, reading comprehension, or personal adjustment scores of third-grade tutees. Neither reading vocabulary nor personal adjustment scores of seventh-grade tutors appeared to be affected by their participation in the intergrade student tutoring program.

A COMPARISON OF THE READABILITY OF SIX VERSIONS OF THE BIBLE AS MEASURED BY THE CLOZE PROCEDURE

Order No. 7810543

LAWIN, Priscilla Ann, Ed.D. University of Northern Colorado, 1978. 223pp.

Purpose of the Study

The purpose of this study was to compare the readability of six versions of the Bible to determine which version or versions might be appropriate for use with eighth grade students. The major null hypothesis tested was that there would be no significant difference in the mean scores attained by eighth grade students on six parallel cloze tests based on six selected versions of the Bible. The versions used included: The King James Version (RSV), New English Bible (NEB), Good News Bible (GNB), Holy Bible: An American Translation (Beck), The Living Bible Paraphrased (LB).

Procedures

Six parallel cloze tests, one for each version and each containing two narrative and two expository passages, were administered to eighth grade students in randomly selected Lutheran elementary schools. Each student completed one test.

Implications

1. In terms of readability, any of the modern versions would be more appropriate for classroom use than the KJV. 2. Because the difference in readability among the modern versions is slight, other factors such as literary style or theological preference need not be sacrificed in the interest of finding "the most readable Bible." 3. Because the level of readability differs from one passage to another within the same versions, it may be desirable to have several versions available to the students. 4. If it is imperative to choose the version with the lowest readability level for classroom use, the GNB should be selected. 5. Accepted teaching techniques for helping students read in content area materials should be used to help students develop skill in comprehending both narrative and expository portions of the Bible. 6. The Bible, in a modern translation, is an appropriate text for classroom use.

Five scores were obtained for each student: the number of correct answers from each of the four passages and the total number of correct answers for the entire test. The scores were submitted to statistical analysis using the analysis of variance and the Scheffé test of multiple comparisons.

Findings and Conclusions

1. There was a difference in readability among the six versions examined. This difference was significant at the .05 level. 2. Each of the modern versions was found to be more readable than the KJV. This difference was significant at the .10 level. 3. The differences in readability among the modern versions were not significant at the .10 level. 4. The GNB was found to have the highest mean score for the total test and for one passage, the second highest mean score for two passages, and the third highest mean score for the other passage. 5. Some passages in each version examined were above the instructional reading level of eighth grade students.

SEX-ROLE EXPECTANCY AS A DETERMINANT OF READING BEHAVIOR

Order No. 7906015

LOY, Barbara Gabbard, Ed.D. Indiana University, 1978. 94pp. Chairman: Dr. James Walden

Purpose The purpose of this study was to determine the relationships between sex-role expectancies and the reading behavior of eighth grade students in an Indiana middle school. The problems to be studied were: Is reading behavior a sex-role characteristic, and if so, does sex-role expectancy influence the reading behavior of eighth grade students in an Indiana middle school?

Procedures Data for this study were gathered by means of a questionnaire given to 90 students, 40% of the eighth grade population of Edgewood Junior High School, Ellettsville, Indiana. The first section of the two part instrument was a questionnaire which included items questioning expenditure of time of students, particularly reading behavior, as well as the perceived reading behavior of parents, friends, and teachers. The second section was a forced-choice attitude test devised to elicit sex-role expectancies for reading behavior. Frequencies and percentages of responses were computed and crosstabulations which produced all statistics for those variables for which the extent of relationship was appropriate.

Findings The students tested did report a tendency to view reading as a feminine behavior by selecting a reader to be feminine in 64% of their masculine-feminine choices. This attitude had a significant relationship at the .05 level with the time girls reported to engage in voluntary reading. On an individual basis, there was no significant relationship between the boys' attitudes and their self-reported voluntary reading time. However, the mean reading time of boys who regarded reading as not sex-typed or masculine behavior was reported to be 78% higher than the mean reading time of those boys who indicated that reading is a feminine activity. A t of those means was 11.57. X^2 of the scores of the boy's forced-choice responses was 132.26; the girls' 104.56.

Not only do students perceive that their parents spend a great amount of time reading, averaging more than three hours per day, they show a significant relationship between their self-reported reading time and that perceived of their parents. Girls' reported reading time correlated significantly with their mothers' perceived time at the .01 level and with their fathers' perceived reading time at the .03 level. The relationship between boys and their parents was even more significant. The relationship between the boys' reported reading times and their perceived fathers' was significant at the .005 level and with their mothers' at the .001 level.

Girls report that they spend more time at listening to music, talking on the phone, performing chores, doing homework, total reading time, and leisure reading time. Boys report an average of 25 minutes per day more TV viewing. A correlation drawn between students' sex and reported voluntary reading time produced a Pearson's R of .0000, obviously no predictive value. A t-test of the mean self-reported reading times of the two sexes, however, was 5.65, a significant difference.

Although boys did not report any significant effect from being read to by their parents, girls did, and their views of older siblings' reading abilities appeared influential. Girls whose older sisters are perceived to be good readers read four times as much as girls whose older brothers are perceived to be good readers. Boys whose older brothers are perceived to be good readers read twice as much as boys whose older sisters are perceived to be good readers. The largest difference was found to be the far greater amount of reading activity reported by girls who are the only child or the oldest child.

Conclusions (1) Reading is perceived by the group tested to be feminine, a factor which may have a negative influence on boys' self-reported reading behavior. (2) There is a significant relationship between parents' perceived reading behavior and their child's self-reported reading behavior. (3) Eighth graders who report to read do so in spite of the time demanded by other activities. One of the determiners of whether or not these eighth graders report to read seems to be the amount of reading they perceive in those with whom they are most often associated, parents, same-sex siblings, friends, and teachers.

EFFECTS OF ORGANIZATIONAL ADJUNCTS ON LEARNING FROM PROSE Order No. 7909583

MAIN, Ray Edward, Ph.D. United States International University, 1977. 83pp. Chairperson: Dr. Dale Hamreus

THE PROBLEM. The problem was to design effective methods for organizing and depicting different types of content relationships typically found in complex prose instruction. Objectives included the identification of types of content relationships, the design of appropriate formats for organizing and displaying related content and the evaluation of these formats under realistic conditions of instruction. Organization of content has been a major consideration in efforts to systemize instructional development techniques. Research findings have indicated that related prose content is learned more effectively when instructional presentations are organized so as to bring the related content into proximity.

One way to bring related content into proximity and to the attention of the student is by abstracting the information from the prose passage and organizing it into diagrammatic representations. While such depictions have proved more effective than typical prose instruction under some learning conditions, simple prose presentation have proved more effective under other conditions. The use of complex diagrammatic representations in conjunction with prose has not been effective since students appear to ignore the depictions in favor of the more typical textual presentation. The possibility remains, however, that appropriately designed diagrammatic representations which are simple and easy to understand could be used effectively as organizational aids for supplementing the standard prose instruction. Such aids should be particularly helpful to lower ability students who might be expected to have greater difficulty in recognizing content relationships on their own.

METHOD. Portions of a typical high school science text were analyzed in order to identify types of content relationships that might lend themselves to diagrammatic representation. Three basic types of relationships were identified: associative (ARs), comparative (CRs) and directive (DRs). Appropriate sets of generalized behavioral objectives were specified and simple, easy to understand presentation formats were designed for each type of relationship.

Three instructional treatments were prepared. Text (T), Text-Adjunct (T-A) where the text was supplemented by diagrammatic representations of CRs and DRs, and Text-Underline (T-U), where the information contained in the diagrammatic representations was simply underlined within the text. Three groups of 56 Navy subjects, equally divided into high and low science achievements levels, were submitted the treatments, followed by free-recall and multiple-choice performance tests. It was hypothesized that T-A treatments would be generally superior to both T and T-U treatments, especially for students with previously low levels of science achievement.

RESULTS. Findings were equivocal with respect to the advantages produced by supplementing prose text with organizational aids. The only condition where the T-A treatment was clearly superior to both the T and the T-A treatments was free recall of DRs. The T-A was also superior to the T treatment in terms of multiple-choice test performance on CRs. For this condition, however, the T-A was not superior to the T-U treatment indicating that the advantage resulted from drawing attention to critical points of information rather than reorganizing that information. No interactions between student ability and the effects of the treatments were noted.

It was suggested that the effects of the organizational aids may have been weakened because of the relatively brief study and retention periods and because of the lack of relevancy of the course content to the student subjects. Alternative conditions for presenting and testing the effects of such organizational aids were recommended.

TEACHER COMPETENCY, TEACHER ATTITUDE AND STUDENT ATTITUDE TOWARD READING Order No. 7901666

MALLULA, Sandra Ann, Ph.D. University of Georgia, 1978. 154pp. Supervisors: A. Byron Callaway and George E. Mason

The purpose of this investigation was to describe the relationship between teacher competency in teaching content area reading, teacher attitude toward teaching reading in the content area, student attitude toward reading and student achievement in reading vocabulary and reading comprehension. Correlation coefficients were computed in an attempt to identify the variables related to successful student achievement in reading. In addition the relationship between teacher competency and three professional teacher variables was determined. The variables measured were number of years experience teaching in the content area, amount of time spent reading professional journals and number of courses taken in reading.

This investigation was conducted between October, 1977 and May, 1978 in a Northeastern Georgia middle school. Students (N = 407) in the seventh and eighth grade classes who completed both student measures and the content teachers (N = 20) who taught these students were participants in the study. Students were tested with the Gates-MacGinitie Reading Test: Vocabulary and Comprehension, Level E. They also completed the Survey of School Attitudes: Intermediate Level. The content teachers for language arts, social studies, science and mathematics completed a Teacher Data Form, the Scale to Measure Attitudes Toward Reading in the Content Classrooms and part three of the Diagnostic Observation Checklist: Teaching of Reading. Each teacher was observed by this investigator from mid-October to mid-November. The Diagnostic Observation Checklist: Teaching of Reading was used to record the teaching behaviors for each of the 20 content teachers.

The raw scores for all teacher and student measures were computed. Pearson product-moment correlations were used to correlate the variables with the mean vocabulary and the mean comprehension scores. Correlations were computed for the total group, for the seventh grade and for the eighth grade.

It was found that the attitude of the more competent teacher was significantly greater than the attitude of the less competent teacher towards incorporating the reading skills with the content. Although the teachers in this study expressed a moderately high attitude toward reading in the content area, they did not demonstrate the necessary skills to teach the skills of reading relevant to their content. Student achievement in reading for vocabulary and for comprehension was significantly related to teacher attitude at the seventh grade level. Student achievement in reading for vocabulary and for comprehension was significantly related to student attitude toward reading at the eighth grade level. The three professional teacher variables were not significantly related to teacher competency.

Although this study was limited by the number of teachers and students and the type of evaluative instruments used, the following recommendations were stated. Instruments used to measure teacher competency, teacher attitude and student attitude as defined in this study need to be refined. There should be a replication of this study using different instruments to measure the variables relevant to reading in the content area. Additional research is needed in developing more effective methods of preservice and inservice teacher education programs for promoting positive teacher attitudes toward reading in the content. An increased emphasis should be placed on developing and improving teacher competency for incorporating the read-

ing skills with the subject matter instruction. Consideration should also be given to studies in which an attempt is made to change both teacher and student attitudes. The effects of the changes on student achievement in reading should then be evaluated.

AN INVESTIGATION OF THE RELATIVE EFFECT BETWEEN QUESTIONS AND DECLARATIVE STATEMENTS AS GUIDES TO READING COMPREHENSION FOR SEVENTH GRADE STUDENTS Order No. 7908571

MAXON, Grace Ann, Ed.D. Syracuse University, 1978. 217pp.

This study investigated the effect of using two different instructional strategies for guiding reading comprehension: one which used questions and one which used declarative statement reading guides (Herber, 1978). The separate application of the two strategies and the order in which the strategies might be combined were examined to discover the relative effects for students of high, middle, and low reading ability. The effects were observed in terms of seventh-grade students' ability to answer interpretive questions on a standardized test of reading comprehension (Sequential Tests of Educational Progress: Reading, Series II, Levels 3A and 3B) and on an experimenter-constructed test of social studies content.

The sample consisted of 269 seventh grade students assigned to developmental reading classes, heterogeneously grouped to include students of high, middle, and low reading ability according to stanine ranks of the California Achievement Test: Reading, Level 4B. No pre-experimental differences were observed in an analysis of variance of the C.A.T.: Reading scores. Three reading teachers each taught four experimental classes randomly assigned to these four treatments: one group used question guides for eighteen weeks, one group used reading guides for eighteen weeks, one group used reading guides first for nine weeks followed by question guides for nine weeks, one group used question guides first for nine weeks followed by reading guides for nine weeks.

For two days a week during eighteen weeks students used either reading guides or question guides while they read and discussed chapters of a unit on Anglo-America in a social studies textbook. The other three days were spent in independent reading, oral book reports, or independent workbook-type skill practice. The experimenter-developed reading guides and question guides for each social studies chapter were designed to tap identical concepts in the chapter. Both sets of guides were written at the interpretive and applied level of comprehension. Therefore, for each experimental day, students in the question guide treatments were exposed to the same content and the same level of comprehension guidance as were the students in the reading guides treatments. Students in all treatments participated in small interdependent groups of five or six as they related the ideas in the guides to the ideas in the chapters.

Analysis of variance across treatments for the total group and across treatments by level was used to determine possible differences among treatments at the end of nine weeks and at the end of eighteen weeks of treatment. At the end of nine weeks, significant differences ($p < .03$) were observed for middle reading ability students on the reading comprehension test. Differences favored the group who would use reading guides for eighteen weeks over the treatment group who would change to question guides for the second nine weeks (Tukey's a). No other differences were observed at the end of nine weeks. At the end of eighteen weeks, the significant differences in reading comprehension observed at nine weeks were no longer observable for the middle reading ability students. No other significant differences were observed among the four treatments at the end of eighteen weeks. The middle reading ability students who used reading guides for eighteen weeks produced superior performance to middle reading ability students using question guides for eighteen weeks on the measure of social studies content, but the difference only reached a probability level of .057.

It was concluded that there are positive effects for middle reading ability students on a measure of general reading comprehension when the use of question guides follows the use of reading guides. Middle reading ability students tend to produce superior performance in social studies content acquisition when they have used reading guides rather than question guides for eighteen weeks.

A COMPARISON OF THREE ORGANIZATIONAL APPROACHES TO READING INSTRUCTION FOR HIGH SCHOOL STUDENTS Order No. 7816063

NORMAN, Sanford, Ed.D. Wayne State University, 1978. 132pp.

A dilemma is faced by reading teachers when selecting a reading program which will work best for students in need of improving their reading skills. The three basic reading methodologies; Developmental Reading, Content Reading and Remedial Reading are the most common philosophies followed. There is no universal remedy which can be selected to work with all students, all of the time; however, certain approaches may yield greater gains in reading achievement.

PURPOSE: The purpose of this study is to test the validity of the following reading methodologies: Developmental Reading, Content Reading and Remedial Reading. A further purpose is to identify if one of these reading methodologies will yield greater gains in reading achievement when compared to each other. A secondary purpose of the study is to see if students who are affected by independent selected variables such as: low pre-test scoring, lacking a role model at home or coming from a low economic level will have greater gains when exposed to one of the three particular reading methodologies.

SAMPLE: This study took place over a two year period and was composed of students from four consecutive semesters beginning in September of 1976 and ending in January of 1978. A total of twelve classes; four Developmental Reading classes, four Content Reading classes and four Remedial Reading classes were taught. The classes ranged from 11–14 students in size, with a total of 145 students participating in the entire study. The students came from one senior high school with a population of 1500 students. Students were screened into the reading classes by looking at previously administered norm referenced tests taken in the seventh, eighth and ninth grades. Referrals by teachers, counselors and parents were also utilized.

PROCEDURE: All the students were pre and posttested using the Gates MacGinite Forms DI and DII. At the beginning of each semester students were pre-tested in the Reading class and expected gains were established from calculated projections. Next, students were exposed to classroom procedures based on the particular reading methodology for five months, then posttested. The difference between the projected score and the actual posttest score is the measure of significant gain which was analyzed. The level of significance was calculated at the .05 level.

FINDINGS: The results of the testing indicated gains within the .05 level of significance made by the Content Reading classes and the Remedial Reading classes. The Developmental Reading classes gains were not within the .05 level of significance, in fact they were below the expected posttest projections.

When the three methodologies were compared two by two, using the T-Test method, the following conclusions were reached: 1. The Remedial Reading class had greater gains in reading achievement than both the Content Reading classes and the Developmental Reading classes. 2. The Content Reading classes had greater gains in reading achievement than the Developmental Reading classes. 3. The Developmental Reading classes were outgained significantly in reading achievement by both the Content and Remedial Reading classes.

When the methodologies were compared with respect to selected independent variables such as low pre-test scores, lack of role model in the home and low economic status, the following conclusions were reached: 1. All students affected by these selected independent variables made significant gains

in terms of reading achievement in all three reading methodologies. 2. Students affected by each selected independent variable showed the greatest reading achievement gains within the Remedial Reading methodology.

CONCLUSIONS: The following conclusions were reached:

1. Reading programs enable students in need of reading help to make gains in reading achievement.

2. Different students will acquire different levels of reading achievement depending on the programs they are most adaptable to.

3. Reading programs that offer students a more personal approach show the greatest gains in reading achievement.

4. Students whose social or economic situations are strained show significant gains in reading achievement when exposed to a special reading program. The greatest gains in reading achievement for these affected students come from programs which offer a more personal approach.

A STUDY OF THE ADVANCE ORGANIZER AND ITS EFFECTS ON ACHIEVEMENT OF NINTH GRADE SOCIAL STUDIES STUDENTS Order No. 7914047

OPPONG, Jacob Emmanuel, Ed.D. University of Georgia, 1978. 248pp. Supervisor: Marion J. Rice

The present study investigated the facilitative effects on achievement of organizers learned to mastery using geography materials at the ninth grade level, in a rural northeast Georgia High School. The distinctive characteristic of the study was the incorporation of criterion referenced mastery testing (Block, 1971; Block & Anderson, 1975) with the use of the advance organizers to ensure that the organizers had been learned to constitute a part of the learners' cognitive structure. A sequence of five organizers permitted investigation of the cumulative effects of the advance organizers over time. The relationship of different levels of ability, as defined by a vocabulary test, to achievement was determined by blocking the design on students' vocabulary scores on the word knowledge section of the Iowa Test of Basic Skills, Form 5, Level 14. Finally, the intrinsic effects of organizers as facilitators of learning was emphasized by removing teacher interaction effects through monitored pupil self-study procedures.

Three hypotheses were tested, as follows: (1) There are no statistical differences among the population means of the groups using the treatment materials with advance organizers learned to mastery and the control group using no organizers. (2) There are no statistically significant differences between the population means of the various ability levels as defined by the vocabulary tests. (3) There are no statistically significant treatment by blocks interaction effects among the treatment population.

The regular ninth grade geography text--World Geography Today (Israel et al., 1970) was used as the treatment material. The main study involved 60 subjects--they studied three chapters in the text. A two-way, 2 x 6 analysis of variance, ANOVA, with vocabulary as the blocking variable, was used to analyze the three basic hypotheses of the study. For the main study, therefore, four ANOVAs were reported: one each for the three separate chapters and the fourth for the average scores on the three chapters combined. One of the three classes was selected for further study. For this purpose, two more chapters in the text were administered and analyzed by a two-way, 2 x 2, unequal cell n's, analysis of variance. Three ANOVAs were reported for this additional study--one each for the two individual chapters and a third ANOVA on the average scores on all five posttests.

The use of advance organizers, before each text chapter, within the experimental limitations of the study, showed significant superiority in achievement when compared with the non-organizer group using text material only. All four treatment null hypotheses in the main study and two of the three treatment null hypotheses in the additional study were rejected in favor of the advance organizer treatment group. The null hypotheses regarding the effects of vocabulary on achievement were consistently rejected in favor of the higher vocabulary students. The treatment by blocks interaction null hypothesis showed extreme inconsistencies due to the possible measurement errors resulting from the use of a single word knowledge test to classify student ability. A follow-up analysis of sample cell interaction effects showed positive interaction effects among the lower one-third students.

It is inferred from the study that the Ausubelian hypothesis regarding the facilitative effects of advance organizers in meaningful verbal learning, is apparently credible provided that the organizers themselves are learned to constitute a part of learners' cognitive structure. No attempt was made to determine, operationally, the specific psychological processes which primarily explain the observed facilitative effects of the advance organizers. The study also showed that previous ability, or aptitude as measured by student command of vocabulary, was a dominant factor in general intellectual success in meaningful verbal learning using geography materials at the ninth grade level. Finally the study also showed that students substantially below grade level may find the use of advance organizers more useful than the more able students.

COMPRESSED SPEECH AS AN AID IN IMPROVING THE READING SKILLS OF JUNIOR HIGH SCHOOL STUDENTS Order No. 7817253

PIERCE, James Reuben, Ed.D. East Tennessee State University, 1978. 62pp. Chairman: Dr. Charles G. Beseda

Purpose. The purpose of this study was to determine the extent to which compressed speech recordings and regular rate speech recordings could be used to improve the reading speed, accuracy, and comprehension of junior high school students.

Method. Ninety-seven students were randomly selected and assigned to three seventh-grade English classes, to which experimental and control conditions were also randomly assigned. Thirty short reading selections from state-adopted basal reading textbooks were recorded at regular speaking rates and at various compressed rates. Students in the compressed speech experimental group read the selections while simultaneously listening to them at progressively faster rates; the word-per-minute (wpm) rate began at 160 wpm and was gradually increased to 280 wpm. The regular rate experimental group listened and read simultaneously at 160 wpm throughout the entire treatment period of 30 days. The control group was given a pseudo-treatment during the treatment period.

Immediately after the conclusion of the treatment period, a post-test was given which provided raw score data for the dependent variables of reading speed, accuracy, and comprehension. The data were treated with single-classification analysis of variance (ANOVA) to determine if significant differences between groups existed at a .05 level of significance.

Summary. The ANOVA indicated that no significant differences existed between extreme group means for the comprehension variable. It was noted, however, that speech recordings used as reading pacers, whether at normal rates or at compressed rates, did not cause any significant decrease in reading comprehension skills.

For the reading speed variable, a significant difference was found between the compressed speech group mean and the control group mean. For the reading accuracy variable, a significant difference was found between the means of the regular rate speech group and the control group. The Newman-Keuls test for multiple comparisons indicated that no further significant differences existed among group means.

Conclusions. The findings of this study led to the following conclusions:

1. Compressed speech recordings and regular rate speech recordings did not produce significantly superior reading comprehension skills.

2. Compressed speech recordings and regular rate speech recordings did not produce a significant lack of superiority in reading skills.

3. Compressed speech recordings were responsible for significantly superior reading skills.

4. Regular rate speech recordings did not produce significantly superior reading skills.
5. Regular rate speech recordings were responsible for significantly superior reading accuracy skills.
6. Compressed speech recordings did not produce significantly superior reading accuracy skills.

THE EXTENT OF THE RELATIONSHIP BETWEEN READING COMPREHENSION AND SKILL IN THE USAGE OF BASIC MECHANICS AT GRADE LEVELS 8 AND 12
Order No. 7907627

RAULS, Margie, Ph.D. University of South Carolina, 1978. 196pp.

The Purpose: The main purpose of this investigation was to determine the extent of the relationship between reading comprehension and basic mechanics skills at two grade levels, 8 and 12.

Procedures: There were 212 students, 105 eighth graders and 107 twelfth graders, involved in this study. Each grade level was administered the reading comprehension subtest of the Iowa Test of Basic Skills (Form 6, Level 12) and a basic mechanics test, an instrument constructed by the investigator. A reliability of .896 (Spearman-Brown Formula) and a validity of .717 (Pearson Product Moment Correlation Coefficient) were established for this test.

Scores made on the reading comprehension subtest determined the students' reading comprehension level, and scores made on the basic mechanics test determined the students' skill in the usage of basic mechanics.

The Pearson Product Moment Correlation Coefficient was used to determine the extent of the relationship between reading comprehension and skill in the usage of basic mechanics. Fisher's Transformation formula was used to determine the extent of the difference between the correlation coefficients of the two grade levels.

Findings: A high positive correlation of .717, significant at the .001 level of confidence, was found between reading comprehension and basic mechanics skills for 212 students (8th and 12th grades). A low positive correlation of .318, significant at the .001 level of confidence, was found between reading comprehension and basic mechanics skills for 105 students (8th grade). A high positive correlation of .784, significant at the .001 level of confidence, was found between reading comprehension and basic mechanics skills for 107 students (12th grade).

The difference between the correlation coefficients of the two grade levels was 5.208, significant at the .001 level of confidence.

Recommendations: Since reading comprehension does appear to have a high positive relationship to skill in the usage of basic mechanics, it is recommended that basic mechanics be given greater emphasis in reading instruction.

AN ANALYTICAL STUDY OF CRITICAL THINKING IN READING ACCORDING TO THE 1970–1971 READING OBJECTIVES OF THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS AS OF 1975 Order No. 7912199

ROCH, Anita Beatrice, Ed.D. Boston University School of Education, 1979. 190pp.

Purpose

This study relates critical thinking in reading to the Reading Objectives (R.O.) of the 1970–1971 National Assessment of Educational Progress (N.A.E.P.); discusses the Assessment in analytical terms; and, renders findings in the area of inclusion.

Procedure

The necessary steps in obtaining data were to 1) examine literature to answer: a) What is critical reading? b) What are the critical reading skills? c) What, to date, has been done to give a better understanding of the critical reading field? 2) isolate the essential critical reading skills by using a preferential scale in order to create an analytical instrument with which to study the R.O. 3) render a determination by using percentages. 4) give evidence and report findings. 5) recommend wider use of the R.O., if the findings place them into a broader perspective as a teaching tool.

Findings

Nineteen of the 400 skills are considered essential according to 50% of the authors consulted. These are: (1) inference (2) problem solving (3) conclusions (4) reasoning (5) generalization (6) relevancy (7) author's style (8) fact and opinion (9) organization (10) relationship (11) abstraction (12) author's purpose (13) comparisons and contrasts (14) experiential background (15) judgments (16) propaganda (17) research (18) word cues, and (19) author's qualifications.

Of the aforementioned skills, five were found present in 90% of the content: numbers 3,4,5, 10 and 15 and five: numbers 1,2,6,9 and 13 have a 50% applicability. The remaining nine skills were stressed in 40% of the R.O.

Results

The 19 critical reading skills are in fact significantly incorporated into 51% overall of the textual material in the Assessment.

Conclusions

It was part of the "Roch" hypothesis that if the R.O. of the N.A.E.P. were to be considered effective as a good basic reading program as stated by its compilers, they would have to incorporate the 19 essential critical thinking in reading skills as found by this study. Therefore, in view of the findings, this researcher feels warranted in saying that teachers, who would endeavor to incorporate the critical reading skills in their course of study, would do well to use the 1970–1971 Assessment to guide themselves.

THE INFLUENCE OF READABILITY OF TEXT, MOTIVATION, AND INTELLIGENCE ON CRITICAL READING COMPREHENSION OF SECONDARY SOCIAL STUDIES STUDENTS Order No. 7911017

RYAN, Gary Thomas, Ph.D. The University of Texas at Austin, 1978. 139pp. Supervisor: O.L. Davis, Jr.

The major objective of this study was to analyze the effects of the readability of textual material, reader motivation to learn in school, and reader intelligence (IQ) on secondary social studies students' critical reading. To accomplish this objective, experimental materials were administered to, and data collected from, 207 randomly selected 9th, 10th, and 11th grade students. These subjects were enrolled in nine U.S. History classes in a medium sized rural public school system in central Texas.

Experimental materials were randomly assigned to these 207 subjects. These materials included a textual passage taken from one of three commonly adopted U.S. history textbooks. Each passage treated the same topic, the U.S. Constitutional Convention, but each was judged, using the Fry Readability Graph, to be written at a strikingly different readability level. Also included in the experimental materials were a researcher-developed criterion test and a standardized measure of student motivation to learn in school. The criterion test had two parts: one dealing with critical reading comprehension and the other, literal reading comprehension. These materials were

administered by a team of advanced graduate students during one regularly scheduled class period. Intelligence quotient scores from the California Achievement Test were secured from the subjects' cumulative record folders.

Analysis of variance of obtained data revealed that the factors of readability, motivation, and intelligence (IQ) all had statistically significant effects on subjects' literal reading comprehension. That is, students who encountered the easiest to read textual passage performed at a higher level than did students with more difficult to read material. In a like manner, students with high motivation performed at a higher level than subjects with low motivation. And students with above-average IQ outperformed students with average and below-average IQ. An analysis of variance revealed statistically significant effects of motivation and IQ on subjects' critical reading comprehension. Readability as a factor in subjects' critical reading comprehension was not statistically significant. No statistically significant interactions were found between variables in relation to literal comprehension or critical reading criterion scores.

Results of this study are discussed with respect to theory of reading instruction and the influence of readability on specific reading tasks. Implications and research questions are advanced.

SECONDARY STUDENTS INTERNALIZATION OF LETTER-SOUND CORRESPONDENCES Order No. 7912073

RYDER, Randall James, Ph.D. University of Minnesota, 1978. 172pp.

This study sought to examine secondary students' internalization of spelling-to-sound relationships which were either invariant-predictable, variant-predictable, or variant-unpredictable.

Subjects. Seventh, ninth, and eleventh graders were selected for study. From each grade 40 high, 40 average, and 40 low ability students were selected on the basis of standardized reading test scores.

Design. The experiment employed a 3 x 3 x 2 x 8 x 3 fixed factorial design with repeated measures on the fourth and fifth variables. The between subjects factors were grade (seven, nine, eleven), reading ability (high, average, low), and test form (A,B). The within subjects factors were correspondence type (invariant-predictable consonants, invariant-predictable consonant clusters, variant-predictable vowels, variant-predictable consonant clusters, variant-predictable consonants, variant-unpredictable vowels, variant-unpredictable vowel clusters, variant-unpredictable consonant clusters), and correspondence frequency (high, average, low).

Materials. Each form of the test contained 48 synthetic words. Each of the eight correspondence types were represented by six letters or clusters; two of high frequency, two of average frequency, and two of low frequency. The two test forms were identical in all respects except that different synthetic words were used in each form. A test item consisted of a synthetic word with the exemplified letter or cluster underlined, and four letter-alternatives.

Procedure. Subjects were tested in groups. The experimenter read the number of the test item, then the alternative and its corresponding real word. Subjects then selected one of the four real-word letter-alternatives which exemplified the same sound as the letter or cluster being tested.

Results. The main effect of ability was significant ($p < .01$) in each grade level with higher ability students scoring better than average and low ability students. The effects of grade and form were not significant.

The main effect of correspondence type was significant. Among variant-predictable patterns students correctly identified a significantly higher percent of consonants than vowels or vowel clusters. Among variant-unpredictable patterns students correctly identified a significantly higher percent of consonant clusters than vowel clusters or vowels. And among invariant-predictable patterns students correctly identified a significantly higher percent of consonants than consonant clusters.

While the effect of frequency was significant for five of the correspondence types, there was no consistent relationship between frequency and the extent of its internalization.

Several between x within factor interactions were significant ($p < .01$). The grade x correspondence type interaction revealed that only on variant-predictable consonant clusters was there a higher degree of internalization at successively higher grade levels. The ability x correspondence type interaction showed that in the seventh and ninth grade, higher ability readers scored significantly better than lower ability readers on five correspondence types, whereas in the eleventh grade only on variant-unpredictable vowels did high ability students score better than low ability students.

Conclusions. The results of this study show that reading ability has a significant effect on the internalization of letter-sound correspondences in the early secondary grades, but that this effect is greatly attenuated in the later secondary grades. The degree of accuracy which eleventh graders displayed on most of the eight letter-sound correspondence types suggests that all students, regardless of their reading ability, have fully internalized most letter-sound correspondences in the upper secondary grades. While this finding suggests that phonic instruction may be inappropriate for older aged secondary students, the finding that lower secondary grade students have not fully internalized certain letter-sound correspondence types suggests that direct phonic instruction may be totally appropriate for younger aged secondary students.

A COMPARATIVE STUDY OF HISTORICAL VIEWPOINTS BETWEEN JUNIOR HIGH SCHOOL AMERICAN HISTORY TEXTBOOKS WRITTEN AT OR ABOVE THE SEVENTH GRADE READING LEVEL AND JUNIOR HIGH SCHOOL AMERICAN HISTORY TEXTBOOKS WRITTEN BELOW THE SEVENTH GRADE READING LEVEL Order No. 7911278

SMITH, Allen, Ed.D. New York University, 1978. 524pp. Chairman: Professor Donald Johnson

Purpose of the Study

The purpose of the study was to compare junior high school American history textbooks written at or above the seventh grade reading level with junior high school American history textbooks written below the seventh grade reading level to determine differences or similarities in the historical viewpoints between the two groups regarding the causes of the Civil War and the Great Depression. By making such comparisons, it was possible to determine if there was a relationship between the reading levels of junior high school American history textbooks and the degree to which important topics in American history are fully depicted and critically analyzed. Also, the researcher sought to determine if the authors of the lower reading grade level textbooks were able to implement Jerome Bruner's view that "...any subject can be taught effectively in some intellectually honest form to any child at any stage of development."

Procedure

Applying the Dale-Chall readability formula to 25 junior high school American history textbooks listed in the New York City Approved Textbook List--1975, the researcher divided these texts into the following two groups: Group I composed of texts written below the seventh grade reading level, and Group II comprised of texts written at or above the seventh grade reading level. Seven textbooks were included in Group I and sixteen texts in Group II. Since it was more feasible to have an equal number of textbooks in both groups for comparative purposes, the researcher utilized the resources of the Social Science Consortium to determine the most widely used textbooks in Group II.

The researcher next applied the evaluative instrument he developed to the seven textbooks in each group. The instrument was comprised of 14 different quantitative and qualitative

content analyses procedures, which, when applied to the texts in the study, helped to reveal their historical viewpoints towards the causes of the Civil War and the Great Depression. The eight parts of the evaluative instrument dealing with the Civil War were: (1) Topics Leading to the Civil War (2) Space Devoted to the Topics (3) Number of Effects for the Topics (4) Directness of Approach (5) Background Information (6) Longer-term Effects of the Topics (7) Reactions of the North and South to the Topics (8) Overall Causes of the Civil War. The six parts of the evaluative instrument analyzing the causes of the Great Depression included: (1) Factors Leading to the Great Depression (2) Space Devoted to the Factors (3) Directness of Approach (4) Background Information (5) Areas of the Economy Leading to the Great Depression (6) Overall Causes of the Great Depression.

Findings

In most instances, the researcher discovered that the higher reading grade level textbooks did analyze the causes of the Civil War to a greater extent than the lower reading grade level textbooks. Yet, with respect to the causes of the Great Depression, he found quite the opposite results. Also, in a large number of cases, the two groups were quite similar in their analyses of these two topics. Furthermore, the study helped to support Bruner's hypothesis, for at least one textbook in the lower reading grade level group did present as detailed and complete an historical picture of the factors leading to the Civil War as did the higher reading grade level texts. Lastly, the study has shown that due to the large variability of the textbooks in their analyses of these two topics, great care must be exercised by those individuals selecting junior high school American history textbooks for students of varying ability levels.

TWO PROGRAMS DESIGNED TO INCREASE THE VOCABULARY ACQUISITION OF SECONDARY STUDENTS

Order No. 7819030

SWING, Marie Joan, Ed.D. University of Northern Colorado, 1978. 252pp.

Purpose of the Study

The major purpose of the study was to investigate whether the use of a modified cloze procedure as a teaching technique would result in larger vocabulary development for high school students. The modified cloze procedure as a teaching technique was compared with another procedure for vocabulary development that presented identical vocabulary in isolated lists with definitions. The high school students' vocabulary levels were measured by the Gates-MacGinitie Reading Tests, vocabulary subtest and a criterion referenced test.

Procedures

A controlled experiment was conducted to test the following two hypotheses:

1. There will be no significant difference between the mean gain scores for the modified cloze story group and the conventional group as measured by the Gates-MacGinitie Reading Tests, vocabulary subtest.
2. There will be no significant difference between the mean gain scores for the modified cloze story group and the conventional group as measured by the criterion referenced test.

Ninety-four students from four English classes of "College Preparation English" in Air Academy High School, Air Academy School District, Colorado Springs, Colorado, were the subjects of this study. There were forty-nine students in the conventional group and forty-five students in the modified cloze story group. The study was conducted from August 29, 1977, to January 15, 1978. Insofar as the students' high school schedules permitted, the composition of the two groups was comparable in terms of grade level, sex, and vocabulary level.

The Gates-MacGinitie Reading Tests, Survey F, vocabulary subtest and a criterion referenced test were given as pretest and posttests. The criterion referenced pretest and posttests were created by the classroom teacher who is the English Department Chairperson in Air Academy High School.

Modified cloze procedure stories were created by the researcher with deletions determined by where Barron's words appeared in the story. There were approximately fifteen deletions for two hundred to three hundred running words in each story. Two stories with two word lists and two sets of analogies were given each academic week.

The word lists for the conventional group consisted of the exact number of words and the same words to be used in the spaces of the modified cloze stories. The words in the lists had the definitions included. Two sets of word lists with definitions and two sets of analogies were given to the conventional group each week.

To test Hypotheses One and Two, t-tests of the significance of the mean gain scores of the conventional and modified cloze story groups were made at the .05 level of significance.

Findings

A t-test of the significance of the differences of the mean gain scores associated with Hypothesis One for the conventional group and the modified cloze story group yielded a t-value of -1.75 as measured with the results of the Gates-MacGinitie Reading Tests, vocabulary subtest.

A t-test of the significance of the differences of the mean gain scores associated with Hypothesis Two for the conventional group and modified cloze story group yielded a t-value of -0.47 as measured with the results of the criterion referenced test.

Analysis of the data revealed that, at the .05 level of significance, no significant differences existed between the gain scores of the modified cloze story group and the conventional group on either test. Therefore, the null hypotheses were retained.

SYNTACTIC COMPLEXITY AND ITS EFFECT ON WRITTEN MATHEMATICAL PROBLEMS

Order No. 7824619

WHEELER, Larry James, Ed.D. The University of Oklahoma, 1978. 104pp. Major Professor: Gaye McNutt

This study was conducted in an attempt to determine (a) the influence syntactic complexity had on written mathematical problems with low-achieving eighth and tenth grade students and (b) whether there was a difference between the eighth and tenth grade students' ability to solve the problems. The subjects in this study consisted of 60 low-achieving eighth and tenth grade students (i.e., 30 eighth grade subjects and 30 tenth grade subjects) enrolled in remedial mathematics classes where they received instruction in the application of general mathematical concepts. Also, each of these 60 subjects were functioning at a minimum fourth grade achievement level for both reading vocabulary and mathematical computations.

The 60 subjects were administered three tests that measured the effect syntactic complexity had on mathematical word problems: (a) Easy Syntax Test (EST), (b) Moderate Syntax Test (MST), and (c) Hard Syntax Test (HST). The word problems on the EST consisted of two or three simple sentences and one interrogative sentence. The word problems on the MST consisted of either (a) one simple sentence, one complex sentence, and one interrogative sentence or (b) one simple sentence and one complex interrogative sentence. The items on the HST consisted of either (a) a compound sentence and a complex interrogative sentence or (b) a compound/complex interrogative sentence. These tests contained only words or derivatives of those words that were considered to be at or below a fourth grade reading level. Also, all the computations required on the three tests (i.e., addition and subtraction, with and without regrouping) were selected from a fourth grade mathematics textbook.

In this study syntactic complexity was measured by sentence structure, while mathematical ability was measured by the number of incorrect responses on the three tests containing written mathematical problems. Therefore, since all the sub-

jects had the *minimum achievement level needed to solve the* problems on the testing instruments, any variations in the scores should be attributed to the syntactic structures of the sentences (i.e., easy syntax, moderate syntax, or hard syntax).

The results suggest that syntactic complexity did effect the eighth grade subjects but did not influence the tenth grade subjects. The investigation also found significant differences between the eighth and tenth grade subjects' ability to solve the problems on all three tests, with the eighth grade subjects experiencing greater difficulty than the tenth grade subjects. However, the results of analyses on other variables (i.e., age, sex, full-scale intelligence quotient, reading vocabulary level, and mathematics computation level) demonstrated that the eighth and tenth grade subjects were functioning at different achievement levels for reading vocabulary and mathematical computations. The eighth grade subjects were functioning at the achievement level at which the tests were written, while the tenth grade subjects were functioning at higher achievement levels. Therefore, syntactic complexity may influence students' ability to solve mathematical word problems when the problems are written at the subjects' achievement level in reading and mathematical computations. Implications for educational and future research recommendations were also discussed.

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